

**Cheshire East**  
**Emotionally Healthy Schools Programme**  
**Phase 2 Offer**

**September 2018 Update**



## Context

Character, emotional health and wellbeing are vital to the development of young people, who cannot only perform in academic examinations, but who also possess the 'soft skills' needed to survive in today's society.

The Emotionally Healthy Schools Programme brings together colleagues from education, health and the voluntary sector to support educational establishments in Cheshire East in their efforts to improve emotional and mental health education for young people and their families.

"The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops at efficiency may prove to be the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but no morals. We must remember that intelligence is not enough. Intelligence plus character- that is the goal of true education. The complete education gives one not only the power of concentration, but worthy objectives upon which to concentrate." Martin Luther King Jr. 1948

Research evidence shows that half of all lifetime mental health problems develop by the age of 14 and affect up to 1 in 4 people. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.

Middlewich High School is proud to be the Lead School for Cheshire East's Emotionally Healthy Schools Programme and support the Local Authority Transformation Plan, and Cheshire East's vision for the wider transformation of children's mental health so that by 2020 we will have built on the following objectives:

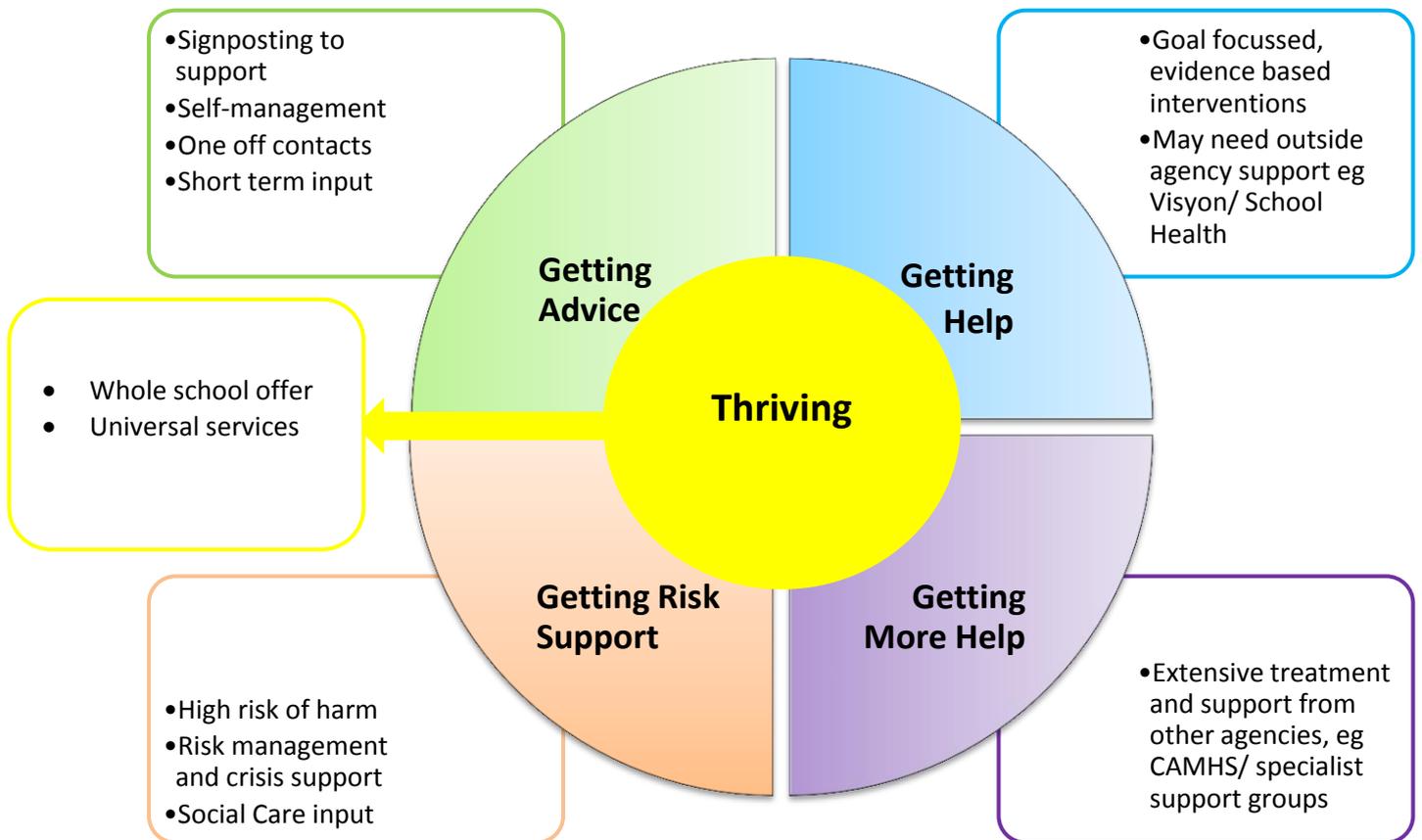
1. Every young person in CE has access to a graduated and timely response to emotional health issues, ranging from maintaining a healthy mind to acute crisis.
2. That CE has a joined up system that operates across the THRIVE Model and harnesses the capacity of the third sector.
3. All CE educational settings are better equipped to support the emotional health of their populations, working within the getting help and getting advice quadrants of the THRIVE Model.
4. Coordinated and robust risk support is available for the most vulnerable between partners, including youth justice.
5. Everyone in contact with children and young people feels equipped to actively support their mental health and wellbeing.
6. That access to getting more help and risk support is available through local settings, including primary, acute and specialist care, is timely and based on clear pathways of care linked to different types of need.

- Well informed commissioners with comprehensive intelligence about needs and provision who strive to co-produce with children, young people and their families; leading to innovative, creative and responsive support across a range of services from primary care to inpatient and secure settings.

### The Thrive Model

The THRIVE framework below describes five needs-based groupings for young people with mental health issues and their families. Whilst the framework is circular it is important to note that at any point people may be in different sectors and need input to manage their need at that time.

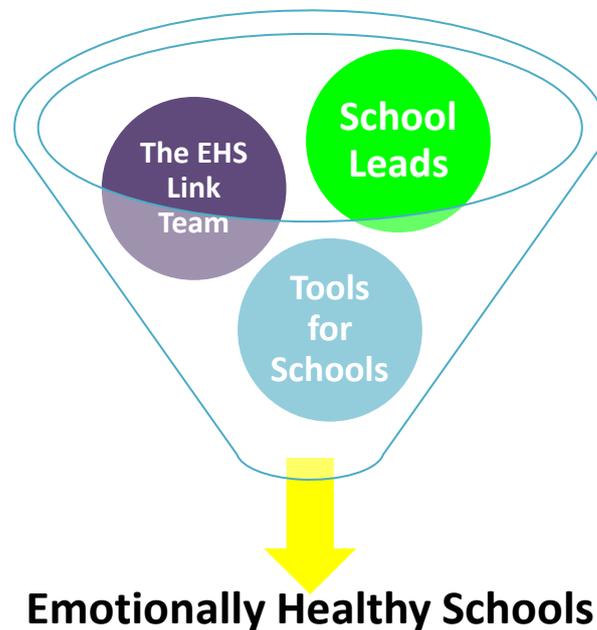
(Ref: THRIVE Elaborated; Wolport et al Nov 2015)



The overall aim of the Emotionally Healthy Schools Programme is that educational settings will be enabled to ensure that as many children and young people as possible are thriving. In addition that staff feel confident about spotting signs of negative emotional or mental health, know when additional support may be needed and know where and how external support can be accessed.

## **The Emotionally Healthy Schools Programme Offer**

The FREE Offer is delivered by The School Leads, The EHS Link Team and Tools for Schools.



**General enquiries, questions or to request support:**

Clare Holmes (Programme Coordinator)

or

Belinda Fahrenholz (admin support)

[EHS@middlewichhigh.cheshire.sch.uk](mailto:EHS@middlewichhigh.cheshire.sch.uk)

**Please look out for emails with the subject:**

**“Emotionally Healthy Schools CE”.**

**All aspects of the Emotionally Healthy Schools programme are FREE to all CE schools, nurseries and colleges.**

## The School Lead Team

**Strategic Lead:** Keith Simpson

**Programme Coordinator:** Clare Holmes

The School Lead Team are tasked with:

- Demonstration of best practice in their home school
- Identification of need and support for all schools in a locality to become best practice schools
- Development of expertise within pastoral systems around meeting emotional health needs
- Support schools in achieving a quality award for emotional health (AcSEED Framework)
- Development of specific elements of the EHS programme, to include developing best practice models for
  - Cross phase transition
  - Support of children and young people with complex needs
  - A collaborative approach to supporting children and young people with SEND

### Primary Leads

**Central:** Jane Booth; Headteacher, Cledford Primary School

[head@cledford.cheshire.sch.uk](mailto:head@cledford.cheshire.sch.uk)

**Crewe & Nantwich:** Joanna Young; Headteacher, Leighton Academy

[head@leighton.cheshire.sch.uk](mailto:head@leighton.cheshire.sch.uk)

**Macclesfield:** Caroline Beaumont; Headteacher, Parkroyal Community School

[cbeaumont@parkroyalcs.org](mailto:cbeaumont@parkroyalcs.org)

**North:** Mark Unwin; Headteacher, Wilmslow Grange Community Primary School & Nursery

[head@wilmslowgrange.cheshire.sch.uk](mailto:head@wilmslowgrange.cheshire.sch.uk)

### Secondary Leads

**Central, Crewe & Nantwich:** Clare Holmes; Assistant Headteacher, Middlewich High School

[clare.holmes@middlewichhigh.cheshire.sch.uk](mailto:clare.holmes@middlewichhigh.cheshire.sch.uk)

**Macclesfield & North:** Liz Griffen; Behaviour and Inclusion Manager, Eaton Bank Academy

[l.griffen@eatonbank.org](mailto:l.griffen@eatonbank.org)

### Post-16

**All areas:** Chris Baggs; Director of Learning and Learner Services, South Cheshire College

[chris.baggs@scc.ac.uk](mailto:chris.baggs@scc.ac.uk)

### SEND

**All areas and phases:** Sarah Martin; Headteacher, Adelaide School

[head@adelaide.cheshire.sch.uk](mailto:head@adelaide.cheshire.sch.uk)

### Specialist Leaders in Education (SLE):

Six colleagues are now designated as SLEs for Emotional and Mental Health Education. They are the first people in the UK to be designated as SLE in this field. This enables us to offer formal support and guidance to colleagues across the UK in developing their provision for Emotional and Mental Health Education and a whole school approach to improving outcomes for young people. Support from our SLEs is free to CE schools, nurseries and colleges.

### The SLE designated colleagues are:

- Caroline Beaumont
- Jane Booth
- Liz Griffen
- Clare Holmes
- Sarah Martin
- Keith Simpson

## The EHS Links Team Offer:



### **Mental Health Service Consultation:**

A geographical cluster based offer of mental health consultation. Schools identify a child where there is a mental health/ emotional wellbeing cause for concern and prioritise them for consultation. Advice is given on the most appropriate interventions, resources and pathways. There is opportunity for shared learning across schools. **Who should attend:** Any Cheshire East School Staff

### **Facilitated Reflection sessions:**

A geographical cluster based group where staff can reflect on practice, share good working principles, and embed learning into their work with children and young people. There may be a focus on specific themes relating to practice to explore improved ways of working, and self-care, whilst ensuring a supportive environment. **Who should attend:** Any Cheshire East School Staff

**\*Twilight Sessions now also available\***

### **Mental Health Awareness Training:**

Geographical cluster based one day training covering anxiety, depression, self-harm (including the Self-Harm Pathway for schools) and outcome measures (specifically Strengths and Difficulties Questionnaire SDQ, understanding and scoring). Staff are directed to complete four mind-ed core modules then attend the training sessions to gain additional knowledge and embed learning into practice. This is done through practical case studies and resources to help respond confidently to specific mental health difficulties. **Who should attend:** Any Cheshire East School Staff

### **NEW: Mental Health First Aid (Youth Two Day):**

A two day course from Mental Health First Aid England, leading to certification as a Mental Health First Aider. The course covers:

- An in depth understanding of young people's mental health and factors that affect wellbeing
- Practical skills to spot the triggers and signs of mental health issues
- Confidence to reassure and support a young person in distress
- Enhanced interpersonal skills such as non-judgemental listening
- Knowledge to help a young person recover their health by guiding them to further support – whether that's through self-help sites, their place of learning, the NHS, or a mix – engaging with parents, carers and external agencies where appropriate
- Ability to support a young person with a long term mental health issue or disability to thrive
- Tools to look after your own mental wellbeing

**Who should attend:** Cheshire East School Staff that have attended the Mental Health Awareness Training, and another component of the core offer.

**\*Now also available for INSET day bookings\***

**Please see dates, venues and book places on all EHS Link training, consultation or facilitated reflection events via:**

<https://www.eventbrite.co.uk/o/ehs-links-team-1571838487>

Any queries please email the LINKS team on: [cwp.emotionally.healthyschools@nhs.net](mailto:cwp.emotionally.healthyschools@nhs.net)

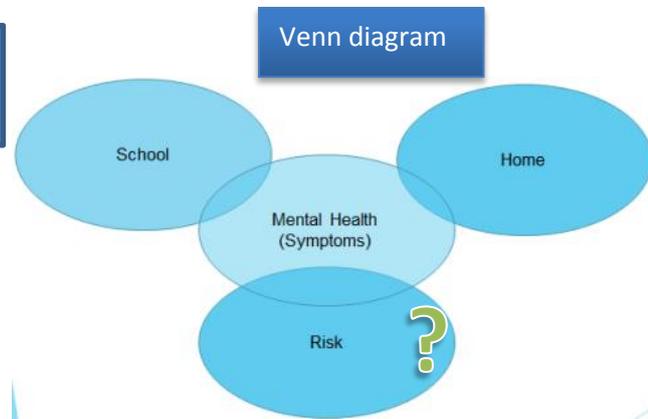
## EHS LINKS: Mental Health Consultation

A cluster based offer of consultation. Schools identify children where there is cause for concern and prioritise those for consultation. Advice is given on the most appropriate interventions, resources and pathways.

School identifies a child or young person (CYP) with emotional wellbeing/mental health needs



Gather information using the headings in the diagram as shown and suggested prompts. We recommend using the Venn Diagram format (see example in figure A below).



Complete SDQ Strengths and Difficulties Questionnaire as appropriate, i.e. self-completion, parent and/or teacher (e.g. school nurse, pastoral staff)



Utilise interventions/resources with CYP as described in Mental Health Awareness Training



Monitor effectiveness of interventions using SDQ



If required book onto consultation via <https://www.eventbrite.co.uk/o/ehs-links-team-15718384847>

### SDQ Record Sheet

Name ..... Age ..... Male/Female ..... Clinic/Study Number .....

SDQ completed by: **PARENT** on .....

**TEACHER** on .....

**SELF** on .....

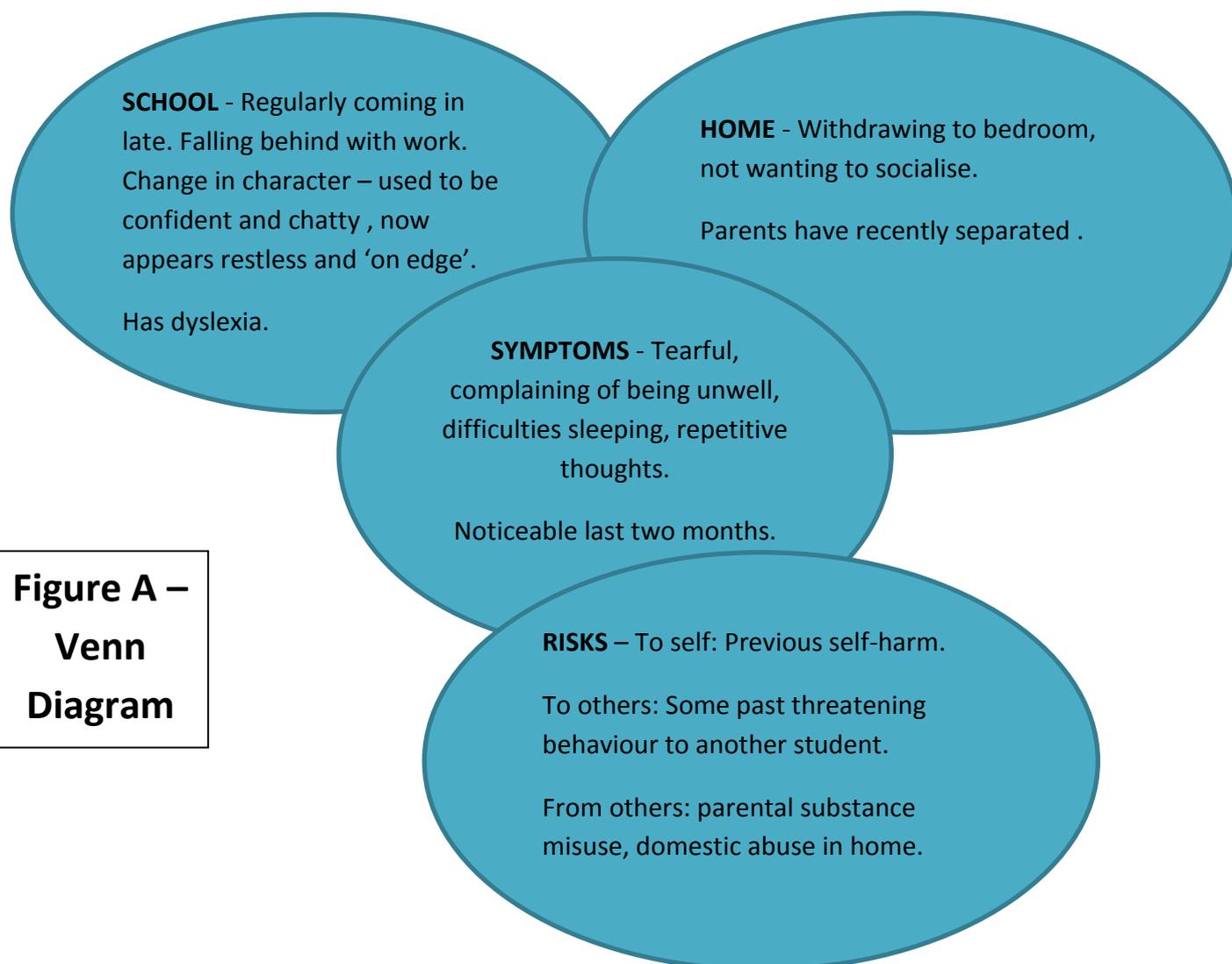
Scale	Normal					Borderline					Abnormal																														
P	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
<b>Total difficulties</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>
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P	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
<b>Emotional sympt.</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>
S	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40

Which Interventions/resources have you used?

Have you considered:

- Tools 4 Schools Interventions
- EHS Post-training resources
- [SEND Toolkit](#)

<b>Mental Health Symptoms</b>	What are these and for <b>how long</b> have they had them? How does this present?
<b>School/College and Home</b>	How are their mental health symptoms <b>impacting</b> on their home and school/college life? Is there anything happening in their home and/or school/college <b>environment</b> that may be contributing to their difficulties?
<b>Risk</b> <ul style="list-style-type: none"> <li>- To self</li> <li>- To others</li> <li>- From others</li> </ul>	Are there <b>mental health risks</b> ? e.g. harming behaviours, suicidal ideation Are there other risks that need to be taken in to consideration? E.g. safeguarding



**Figure A –  
Venn  
Diagram**

## EHS Links Consultation Preparation:

Please use the following as prompts when you are compiling information (school, home, risk, mental health symptoms). Taken from the document: Mental Health and Well-being Policies for Schools and Colleges, Example Policy & Guidance May 2017, Charlie Waller Memorial Trust, [www.cwmt.org.uk](http://www.cwmt.org.uk)

INVOLVEMENT WITH CAMHS	
	Current CAMHS involvement
	Previous history of CAMHS involvement
	Previous history of medication for mental health issues
	Any current medication for mental health issues
	Developmental issues e.g. ADHD, ASD, LD

DURATION OF DIFFICULTIES	
	1-2 weeks
	Less than a month
	1-3 months
	More than 3 months
	More than 6 months

MENTAL HEALTH SYMPTOMS	
	Panic attacks (overwhelming fear, heart pounding, breathing fast etc.)
	Mood disturbance (low mood – sad, apathetic; high mood – exaggerated / unrealistic elation)
	Depressive symptoms (e.g. tearful, irritable, sad)
	Sleep disturbance (difficulty getting to sleep or staying asleep)
	Eating issues (change in weight / eating habits, negative body image, purging or binging)
	Difficulties following traumatic experiences (e.g. flashbacks, powerful memories, avoidance)
	Psychotic symptoms (hearing and / or appearing to respond to voices, overly suspicious)
	Delusional thoughts (grandiose thoughts, thinking they are someone else)
	Hyperactivity (levels of overactivity & impulsivity above what would be expected; in all settings)
	Obsessive thoughts and/or compulsive behaviours (e.g. hand-washing, cleaning, checking)

**HARMING BEHAVIOURS**

	History of self harm (cutting, burning etc)
	History of thoughts about suicide
	History of suicidal attempts (e.g. deep cuts to wrists, overdose, attempting to hang self)
	Current self harm behaviours
	Anger outbursts or aggressive behaviour towards children or adults
	Verbalised suicidal thoughts* (e.g. talking about wanting to kill self / how they might do this)
	Thoughts of harming others* or actual harming / violent behaviours towards others

**Social setting - for these situations you may also need to inform other agencies (e.g. Child Protection)**

	Family mental health issues		Physical health issues
	History of bereavement/loss/trauma		Identified drug / alcohol use
	Problems in family relationships		Living in care
	Problems with peer relationships		Involved in criminal activity
	Not attending/functioning in school		History of social services involvement
	Excluded from school (FTE, permanent)		Current Child Protection concerns



## Tools for Schools Core Offer

Primary School	Secondary School
<ul style="list-style-type: none"> <li>Whole School Approach to Emotional Health and Wellbeing Training – <b>SLT</b> <i>*Training for staff</i></li> </ul>	<ul style="list-style-type: none"> <li>Whole School Approach to Emotional Health and Wellbeing Training - <b>SLT</b> <i>*Training for staff</i></li> </ul>
<ul style="list-style-type: none"> <li>Incorporating Emotional Health and Wellbeing into the Primary Curriculum – <b>Teachers</b> <i>*Training for staff</i></li> </ul>	
<ul style="list-style-type: none"> <li>The Resilient Classroom: Primary KS1 and 2 <i>*Student Intervention</i></li> </ul>	<ul style="list-style-type: none"> <li>The Resilient Classroom: Secondary Y7-9 <i>*Student Intervention</i></li> </ul>
<ul style="list-style-type: none"> <li>Cool Connections for KS2 (CBT approach to Managing Overwhelming Feelings, an example of Social and Emotional targeted support) <i>*Student Intervention</i></li> </ul>	<ul style="list-style-type: none"> <li>Cool Connections <b>Y7 only</b> (CBT approach to Managing Overwhelming Feelings, an example of Social and Emotional targeted support) <i>*Student Intervention</i></li> </ul>
	<ul style="list-style-type: none"> <li>Self Care for Y10-13 (5 Ways to Wellbeing) <i>*Student Intervention</i></li> </ul>
<ul style="list-style-type: none"> <li>Staff Wellbeing <i>*Training for staff</i></li> </ul>	<ul style="list-style-type: none"> <li>Staff Wellbeing <i>*Training for staff</i></li> </ul>
<ul style="list-style-type: none"> <li>Practical Strategies for Dealing with Overwhelming Feelings in the Classroom - <b>Teachers</b> <i>*Training for staff</i></li> </ul>	<ul style="list-style-type: none"> <li>Practical Strategies for Dealing with Overwhelming Feelings in the Classroom - <b>Teachers</b> <i>*Training for staff</i></li> </ul>
<ul style="list-style-type: none"> <li>Attachment in the Classroom – <b>Teachers/SLT</b> <i>*Training for staff</i></li> </ul>	<ul style="list-style-type: none"> <li>Attachment in the Classroom – <b>Teachers/SLT</b> <i>*Training for staff</i></li> </ul>
<ul style="list-style-type: none"> <li>Eating Difficulties in Primary Aged Children <i>*Training for staff</i></li> </ul>	<ul style="list-style-type: none"> <li>Identifying and Supporting Eating Disorders in Secondary School <i>*Training for staff</i></li> </ul>
<ul style="list-style-type: none"> <li>Whole School Resilience (Under construction) <i>*Training for staff</i></li> </ul>	<ul style="list-style-type: none"> <li>Whole School Resilience (Under construction) <i>*Training for staff</i></li> </ul>

**Whole School Approach to Emotional Health and Wellbeing.** This training is based on a paper produced by Public Health England on *A Whole School and College Approach to Wellbeing*. There are eight areas that a school can focus on to incorporate emotional wellbeing into all areas of school life. There is also opportunity to explore and discuss the AcSEED document. It is ideal for SLT and all staff. Designed for up to thirty staff. [Training for SLT and staff](#)

**Incorporating Emotional Health and Wellbeing into the Curriculum:** This looks at the emotional needs of children at different developmental stages. Seven protective factors are explored and how these can be woven into the curriculum and the school culture. The aim is to embed life skills throughout a child's time in school. Designed for up to thirty staff. [Training for all staff](#)

**Resilient Classroom (Primary):** This 5/6 session course is aimed for years 1 to 4. Pupils create their individual resilience buckets and fill these with tools including naming and expressing emotions, controlling impulses, positive self-talk, building belonging, empathy and building on success. This training works best when delivered in small groups of up to six. [Co-delivery Student intervention](#)

**Resilient Classroom (Secondary):** This 5 session course is built around the evidence based Resilient Framework and is suitable for years 7 to 9. The tools they create in their class resilience bucket include naming and expressing emotion, controlling impulses, positive self-talk, flexible thinking, connecting, empathy and self-efficacy. This training works best when delivered in small groups of up to six. [Co-delivery Student intervention](#)

**CBT Approach:** A 6 week course ideal for yr4 to yr7 pupils. The course uses Cognitive Behaviour Therapy (CBT) approaches to help children make connections between thoughts, feelings, body signals and behaviour and to manage emotions and thoughts in a positive way. This training works best when delivered in small groups of up to six. [Co-delivery Student intervention](#)

**Self-Care for Yr10-13 (5 Ways to Wellbeing):** This session gives young people tools to look after themselves and become more resilient when facing stress. The session identifies signs of stress and the need to self-care. It then incorporates the NHS resource: *5 Ways to Wellbeing*, positive self-talk and mindfulness, as well as when to seek further support. It can be delivered as a single 60 minute session or be split into four in depth 45 minute sessions. This training works best when delivered in small groups of up to six. [Co-delivery Student intervention](#)

**Staff Wellbeing:** This 60 minute session is ideal for all staff who want to improve work-life balance. Signs of stress and the need to self-care are highlighted, followed by practical ways to maintain balance in life. Tools include the NHS resource: *5 Ways to Wellbeing*, positive self-talk and mindfulness, as well as how to seek further support if needed. The session is interactive and has some worksheets that staff can take away as reference points for self-care. This training works best when delivered in small groups of up to thirty. [Training for all staff](#)

**Practical strategies for dealing with Overwhelming Feelings:** The key to this training is that children can name and express emotions in order to manage them. Preventative strategies are explored for helping children to manage anger, anxiety and sadness as well as giving staff tools to deescalate situations and manage them confidently. Designed for up to thirty staff. [Training for all staff](#)

**Attachment in the classroom:** This training is an introduction to attachment and the different attachment styles that children can have. The attachment styles are then explored to see what they

look like in the classroom; giving staff more insight into children's behaviour and possible unmet needs. Designed for up to thirty staff. [Training for all staff](#)

**Eating Difficulties in Primary Aged Children:** This training session is aimed at primary schools to help identify different eating difficulties, why they are possibly occurring and strategies to tackle them. [Training for primary staff and Midday Assistants.](#)

**Identifying and Supporting those with Eating disorders in Secondary School:** This is aimed at secondary school staff; helping them to identify different eating disorders including anorexia nervosa, bulimia and binge eating. Possible causes and approaches to support are discussed as well as when to seek further help. [Training for secondary staff and Midday Assistants.](#)

**Whole School Resilience:** This training aims to give schools knowledge and tools to incorporate resilience skills and mind-set into the whole school community. Evidence Based research will be shared and how this can be applied to the classroom and schools at large. Designed for up to thirty staff. [Training for SLT and all staff](#)

**NEW:**

**Measuring Emotional Wellbeing in Schools** 25.10.18 at Eaton Bank 1.30pm. Workshop outcomes aim to help attendees understand why we need to measure emotional wellbeing in schools and how this can be done. Consider a selection of emotional wellbeing measurement tools and advice on selecting tools to assess the needs of individual children.

To book go to:

<https://www.eventbrite.com/e/measuring-emotional-wellbeing-in-schools-tickets-50114980255>

**For all training dates & venues in your area please email:**

**the Tools for Schools link for your area.**

**(Details in Key Contacts at the end of this booklet)**

**Please book places on any of the training events via**

**[www.eventbrite.co.uk](http://www.eventbrite.co.uk)**

**For more information and direct links to all courses please visit:**

**<https://www.toolsforschools.org.uk/>**

## Key Contact Details:

Area	School Leads	Tools for Schools Lead	EHS Links Lead
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<b>North</b>	Mark Unwin <a href="mailto:head@wilmslowgrange.cheshire.sch.uk">head@wilmslowgrange.cheshire.sch.uk</a> Liz Griffen <a href="mailto:l.griffen@eatonbank.org">l.griffen@eatonbank.org</a>	Beverley Goodwin <a href="mailto:beverley.goodwin@visyon.org.uk">beverley.goodwin@visyon.org.uk</a>	Amy Meachin <a href="mailto:amy.meachin@nhs.net">amy.meachin@nhs.net</a>

## Planning

- Arrange visit from your school lead
- Complete AcSEED Audit

## Training

- Book onto EHS Links full day training
- Book onto Tools for Schools training

## Support

- Attend EHS Links consultation sessions and facilitated reflection
- Organise co-delivery of interventions with Tools for Schools
- Attend School Network meetings



<https://www.cheshireeast.gov.uk/schools/emotionally-healthy-schools/emotionally-healthy-schools.aspx>